

Kentucky Department of Education
Science Adoption 2008-2014

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	Houghton Mifflin Science Student Book				
	Type - P1	Author - Badders, Carnine, Jeanpierre, Feliciani, Sumners, Valentino			
	Copyright - 2009	Edition - 1st	Readability -		
	Course - Elementary Science		Grade(s) - K		
	Teacher Edition ISBN if applicable			9780618492305	

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

This Basal is adequate for teaching Kindergarten Science. While there are some holes in alignment with the Program of Studies, it addresses the majority of the topics. This basal cannot be successfully used in the classroom without the "Free with Purchase" materials which are not part of the essential components. The suggested investigations require common items that must be obtained locally. Assessments will probably need to be supplemented. Some technology resources are not included in the "Free with Purchase" materials.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | | | | |
|---|--|--|--|------------------------------|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| b) Motion and Forces | <input type="checkbox"/> Strong | <input checked="" type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| c) The Earth and the Universe | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| d) Unity and Diversity | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| e) Biological Change | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input checked="" type="checkbox"/> Little | <input type="checkbox"/> N/A |
| f) Energy Transformation | <input type="checkbox"/> Strong | <input checked="" type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| g) Interdependence | <input type="checkbox"/> Strong | <input checked="" type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |

2) Addresses content-specific enduring understandings from the related Program of Studies standards.

☐ Strong ☒ Moderate ☐ Little ☐ N/A

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3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

4) **Content addressed is current, relevant and non-trivial** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Teachers' guide has appropriate activities and connections. Areas/concepts covered well included plants, animals, weather, properties of earth materials, and observing and classifying objects. In coverage of Program of Studies , there are some holes in the areas of electricity, fossils, interdependence, and biological change.

B. Functionality & Suitability

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☐ Strong ☒ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy** ☒ Strong ☐ Moderate ☐ Little
Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) **Connections to Technology** ☐ Strong ☐ Moderate ☒ Little

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- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☐ Strong ☒ Moderate ☐ Little

- Provides support for ESL students
 - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Teachers' guide makes references to technology connections (CD's, Videos-audio, visual, and interactive lab) but the resources are not available in this basal. Teachers' guide references "Investigate pages", but none are available for the student in this basal. Most of the resources referenced in the Teachers' guide are not included in this basal package. The song CD, the ELL CD, and the leveled reader audio CD's were found in the "Free with Purchase" materials which are not part of the essential component. The interactive lab CD-Rom was not provided.

C. Supports Inquiry and Skill Development

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
 - Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
 - Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
 - Provides opportunities for application of learned concepts.
 - Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
 - Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
- Note: may apply to either teacher or student edition*

2) Skill Development

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities to make sense of data
 - Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
 - Provides opportunities to examine a range of types of evidence
 - Contains embedded activities (or extensions) that emphasize use of technology for problem solving
- Note: may apply to either teacher or student edition*

3) Strengths, Weaknesses, Comments:

Thinking and questioning in this basal are appropriate at the K- level. The activities referenced in the Teachers' guide can promote inquiry at the Kindergarten level.

D. Supports Best Practices of Teaching and Learning

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Engages Students

☐ Strong ☒ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

☐ Strong ☐ Moderate ☒ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The level of engagement of the students is totally dependent on the teacher's skill. Informal and formal assessments are referenced in the teachers' guide. Some of the assessments referenced are not included with the essential components of this basal, but are in the "Free with Purchase" materials. In fact, most of the assessments are in the "Free with Purchase" materials. The variety of assessments referenced in the teachers' guide are limited.

E. Has an Organization/ Format that Supports Learning and Teaching

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☐ Strong ☒ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners

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- Presents chapters/lessons in an organized and logical sequence
 - Provides clearly stated objectives for each lesson.
 - Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
 - Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
 - Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
 - Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
 - Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☐ Strong ☐ Moderate ☒ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Organization of student and teacher editions are fine. There seems to be a large amount of text for a beginning semester Kindergarten student. None of the media referenced in the teachers' guide are included with this basal. There appears to be essential components needed for successful implementation of this basal that are not included.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

☐ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This basal must have the "Free with Purchase" items, to be a success in the classroom because they are really essential components. The Kindergarten Activity Cards (Investigate) must be requested from the "Free with Purchase" items in order for the teacher to conduct the investigations with a visual and steps that students could follow because the cards are not listed as an essential component. There are references in the teachers' guide in each lesson to a "Big Book" that was not found in any materials

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provided.